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Parental Involvement and Academic Achievement of College Students

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Abstract

Present study aims to assess the relationship between parental involvement and academic achievement of college students. Parental involvement in a student's academic life improves the student's performance. Assisting with college work, joining in extracurricular, and talking to teachers are all examples of ways to get involved in the classroom. Present study assessed the relationship between parental involvement and academic achievement of college students. The scale of parental involvement scale developed by Dr. Rita Chopra and Dr. Surabala Sahoo (2005) were used in the study and for the measurement of academic achievement, previous school/college marks were used, which were obtained from students' school / college records (i.e. school marksheet). Through correlational analysis data were analyzed and hypotheses were accepted through results. Gender differences were also analyzed in this study.

Keywords: *Parental Monitoring, Parental Behavior, Well-being, Academic Performance, Achievement*

Introduction

Academic success plays a crucial role in shaping an individual's future educational and employment opportunities (Flash man, 2012). Academic achievement is a broad term referring to a student's success in their educational goals, measured by indicators like grades, test scores, completion of degrees, and the development of skills such as critical thinking and problem-solving. Scholars and educators are exploring various innovative approaches to the topic of academic achievement, as it is considered essential for the future of individuals across all age groups (Marques, Gallagher, & Lopez, 2017). Developing academically prepared individuals is a primary objective of education, prompting researchers to investigate the factors that positively and negatively influence academic achievement to optimize educational investments (Credé & Kuncel, 2008). There are several factors which affect educational development of students and parental involvement is also part of that. Parental involvement plays an important role in children's education.

Parental involvement is an important factor in student achievement, and a number of studies have shown that parental involvement increases student achievement (e.g., Hoover-Dempsey et al., 2005; Blazer, 2009; Galindo & Sheldon, 2012). Generally, parents participate in children's school activities, communicate with teachers, help children with homework, participate in school projects, and talk to teachers about their

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children‘s unique academic strengths and weaknesses. Some parents take rather a passive approach to their child's education; they are not directly involved and show an “I- don't-care" mentality. They also don't show up on school grounds and don't participate in the school's objectives, which are to provide their kids with the necessities of life.

According to Epstein (2001& 2009), several factors help in building a relationship between school, family, and community and it facilitates students’ academic success too. This relationship improves parental skills, leadership qualities, good family bonds, harmonious school climate, and better parent-teacher relationships.

Assisting with schoolwork, joining in extracurricular, and talking to teachers are all examples of ways to get involved in the classroom. Parents who are actively interested in their children's education have been linked to improved academic performance, improved school attendance, and increased participation in advanced courses. Increased parental participation has been linked to improved school attitudes and increased academic motivation in children.

A student's academic performance may be hindered by socioeconomic or familial problems, yet parental participation can act as a buffer against these influences. Efforts to engage and assist parents in their child's education can have a long-lasting, beneficial effect on a student's academic and personal development, and parents' involvement plays a substantial role in students' academic outcomes.

Communicating with child’s teacher allows parents to be aware of their child’s academic development and challenges if any they have (Seabra et al., 2021). In addition, parents can collaborate with educators to help their child's learning and overcome obstacles (Sandoval-Reyes et al., 2021). The degree of parental participation is a significant predictor of students’ success in school.

When parents are involved in their children’s education, they are better able to provide the direction, support and resources that are essential to their children’s academic success. Children who have parents whoare actively involved in their education and who attend school events are more equipped to take on leadership roles and improve their interactions with others (Smirni et al., 2020).

Several studies suggest that parental participation is a significant predictor of student success in school (Papadakis et al., 2020). Parents may help their children thrive in school and attain their full potential if they take an active role in their education. Parents, schools, and governments all have a responsibility to encourage and facilitate parental participation in their children’s and youth’s learning and development (Vuong et al., 2021).

Based on above mentioned theoretical background, present study aims to systematically investigate the role of parental involvement in students’ academic achievement, while also focus on examining the impact of gender differences on these two variables.

The **objectives** of the present study are follows:

1. To examine the effect of parental involvement on college students’ academic achievement.
2. To examine the gender differences in academic achievement of college students.

Hypotheses of the Study:

The following hypotheses have been proposed for the study-

H1: Parental involvement would be positively correlated with college students’ academic achievement.
H2: Boys would score high in academic achievement in comparison to girls.

Method:

Sample: The sample consisted of 300 adolescents selected from various Colleges, particularly near Bhagalpur. The age range of participants was set between 19 and 24 years to encompass the late span of adolescence, and the mean age of participants was 20 years. Both boys and girls were equally represented in

the initial sample, with 150 boys and 150 girls. After the primary screening and outliers' analysis, due to incomplete data only 264 participants (comprising 146 girls and 118 boys) were retained for the study.

Tools: 2 sets of instruments were administered to the participants with an Additional Social- Demographical information record.

1. Demographic Information Sheet (DIS)

A demo graphic information sheet was developed for the present study, through which information regarding participants' gender, age, birthplace, current place, school type (Hindi/English medium), socio-economic status, educational level, birth order, and most communicative, etc. was gathered.

2. Parent involvement scale (PIS)

In the present study, data was collected using the standardized "Parent Involvement Scale" developed by Dr. Rita Chopra and Dr. Surabala Sahoo (2005). Parent involvement refers to the extent to which parents engage in their child's overall development, particularly in school and daily activities. A child's personality is largely shaped by their parents' involvement in these areas. The questionnaire contains 34 items, rated on a 3-point scale ranging from Always = 3 to Never = 1. The scale is divided into three dimensions: 1) School involvement (10 items), 2) Home involvement (14 items), and 3) Development through Parent- Teacher Association (10 items). The internal reliability of the scale was 0.93.

3. Academic achievement

Previous school/college marks were the indicator of participants' academic achievement, which were obtained from their school records (i.e. school marksheet).

Procedure:

In the present investigation, the first necessary permission for data collection was sought from the colleges of Bhagalpur. Then after data collection, scoring of all the questionnaires was done according to their respective manual. For the examination of the data, appropriate statistical tools (i.e.- SPSS) correlational analysis and descriptive statistics, were used.

Results:

H1: Parental involvement would be positively correlated with college students' academic achievement.

Table- 1(Showing Pearson product-moment correlation among dimensions of parental involvement and adolescents' academic achievement)

	School Involvement	**Home Involvement**	**Parent-Teacher Association**
Academic Achievement	0.306***	0.265***	0.153**

N=264, df=262, *p<0.05, **p<0.01, ***p<0.001, one-tailed

As seen in Table-1, Pearson product-moment correlation was computed to assess the association between different domains of parental involvement (Home involvement, School involvement, and Parent-teacher association) and students' academic achievements.

Results showed that all three domains of parental involvement correlate significantly positively with students' academic achievement (r=0.306***, r= 0.265*** & r= 0.153**). It suggests that parental

involvement in students' studies will improve their academic records. The finding **strongly accepts hypothesis 01.**

H2: Boys would score high in academic achievement in comparison to girls.

Table 2.0 (showing results of independent t-test between boys and girls for academic achievement)

Variables	Group	N	M	SD	Mean Difference	t- value	df	p-value
Academic achievement (Average Percentage)	F	146	65.7	12.77	-3.7232	-2.582	262	0.010
	M	118	69.4	10.08				

In hypothesis 02, it was predicted that boys would score high in academic achievement in comparison to girls. To test this hypothesis, a t- test was computed to examine the significance of differences between the groups of male and female participants. Results suggest that there is a significant difference in the scores of academic achievements (p=0.010). Boys scored higher than girls in academic achievement. **This finding also accepted our second hypothesis (H2).**

Major Findings:

The first hypothesis (H1) aimed to examine the study examines the relationship between parental involvement and adolescents' academic achievement. Academic performance was measured using participants' previous school or college marks, which were obtained from their school records (i.e., report cards). A Pearson product- moment correlation was conducted to assess the association between various domains of parental involvement, namely, home involvement, school involvement, and parent-teacher associations and students' academic achievements. The results indicated that all three domains of parental involvement are significantly and positively correlated with students' academic performance. This suggests that increased parental involvement in adolescents' education can lead to improved academic outcomes. Similar findings have been reported in previous studies, such as those by Fan and Chen (2001), which conclude that parental expectations and involvement contribute to enhanced academic performance. Hill & Tyson (2009) emphasized that direct parental involvement like monitoring and homework helps correlate with better academic outcomes by fostering a supportive home environment for learning. There is a need to study and understand the variables that are directly or indirectly related to the academic achievement of adolescents like school environment, home environment, parent education, parental encouragement, etc.

In hypothesis 02, it was predicted that boys would score higher in academic achievement than girls. A t-test was computed to examine the significance of differences between the groups of male and female participants to test this hypothesis. Results suggest that there is a significant difference in the scores of academic achievements, with Boys scoring higher than girls. In general, gender differences in academic attainment, especially in classroom behavior are also commonly reported that boys are consistently more disruptive and exhibit more behavioral difficulties than girls (Arbuckle & Little, 2004; Beaman, Wheldall, & Kemp, 2007; Gibb et al., 2008; Kaplan, Gheen, & Midgley, 2002; Mc Dermott, Mordell, & Stoltzfus, 2001; Wheldall & Merrett, 1988).

So, to conclude it can be said that parental involvement is intricately connected to the academic achievements of boys and girls whereas some cultural and social factors also affect the academic achievement of adolescents.

Discussion:

Education plays a pivotal role in an individual's growth by disciplining the mind, enhancing intellect, refining the spirit, and enabling a person to lead a full and meaningful life. The progress and development of society depend on how children are educated and trained across various fields of knowledge.

Academic achievement plays a crucial role in fostering the ideal and harmonious development of a child. It reflects an individual's learning status and their ability to apply acquired knowledge. Academic achievement is not a one-dimensional but rather a multi-dimensional phenomenon.

In a study, Hill and Tyson (2009) reported three dimensions of parental involvement: (1) Home-based involvement, (2) School- based involvement, and (3) Academic socialization, in which, parent- child communication about school, creating a learning environment at home (by making books and newspapers accessible), exposing kids to educationally stimulating events and activities (museums, libraries), and supervising and helping with homework are all examples of home-based involvement (Hill and Tyson 2009).

Parental involvement contains psycho-social support, which includes talking through difficulties and stressors with kids, encouraging them to take on and pass academic challenges, and recognizing their hard work and achievements (Crosnoe and Ressler 2019; Hill and Tyson 2009).

Research has shown that parent-child educational conversations, parental support and encouragement of learning, acknowledging school achievements, and reinforcing learning at home are all positively correlated with academic success for kids in middle school and up.

Conclusion and Limitations:

Present study has several implications in the field of educational psychology as this research provides insight into the dynamics of parental involvement and its relationship with adolescents' academic achievement. The study has empirically validated the major dimensions of academic achievement and parental involvement. The findings of gender differences may provide some insights about the orientation and the mindset of male and female adolescents on academic achievement.

Like other studies, this study also has some limitations which can be address in the further studies, like- in future one should include teachers' involvement also and qualitative data would also help in getting better results in this area. In future, large and equal sample size would also help in generalizing data.

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